

YES      SOMETIMES      NOT YET

**COMMUNICATION**      *Be sure to try each activity with your child.*

1. Without giving him help by pointing or using gestures, ask your child to "Put the shoe *on* the table" and "Put the book *under* the chair." Does your child carry out both of these directions correctly?
2. When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture? (For example, "Barking," "Running," "Eating," and "Crying") You may ask, "What is the dog (or boy) doing?"
3. Show your child how a zipper on a coat moves up and down, and say, "See, this goes up and down." Put the zipper to the middle, and ask your child to move the zipper *down*. Return the zipper to the middle, and ask your child to move the zipper *up*. Do this several times, placing the zipper in the middle before asking your child to move it up or down. Does your child consistently move the zipper up when you say "up" and down when you say "down"?
4. When you ask, "What is your name?" does your child say both her first and last names?
5. Without giving help by pointing or repeating, does your child follow three directions that are unrelated to one another? For example, you may ask your child to "Clap your hands, walk to the door, and sit down."
6. Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences, such as "I *am* going to *the* park," or "*Is* there a toy to play with?" or "*Are* you coming, too?"

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COMMUNICATION TOTAL \_\_\_\_\_

**GROSS MOTOR**      *Be sure to try each activity with your child.*

1. Does your child walk up stairs, using only one foot on each stair? (The left foot is on one step, and the right foot is on the next.) She may hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.)



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2. Does your child stand on one foot for about 1 second without holding onto anything?



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YES      SOMETIMES      NOT YET

**GROSS MOTOR**      *(continued)*

3. While standing, does your child throw a ball *overhand* by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball, letting the ball go, or throwing the ball underhand does not count.)



☐      ☐      ☐      \_\_\_\_\_

4. Does your child jump forward at least 6 inches with both feet leaving the ground at the same time?



☐      ☐      ☐      \_\_\_\_\_

5. Does your child catch a large ball with both hands? You should stand about 5 feet away and give your child two or three tries.



☐      ☐      ☐      \_\_\_\_\_

6. Does your child climb the rungs of a ladder of a playground slide and slide down without help?

☐      ☐      ☐      \_\_\_\_\_

GROSS MOTOR TOTAL \_\_\_\_\_

**FINE MOTOR**      *Be sure to try each activity with your child.*

1. After he watches you draw a single circle, ask your child to make a circle like yours. Do not let him trace your circle. Does your child copy you by drawing a circle?

Count as "yes"



Count as "not yet"



☐      ☐      ☐      \_\_\_\_\_

2. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction?

Count as "yes"



Count as "not yet"



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3. Does your child try to cut paper with child-safe scissors? He does not need to cut the paper but must get the blades to open and close while holding the paper with the other hand. (You may show your child how to use scissors. Carefully watch your child's use of scissors for safety reasons.)

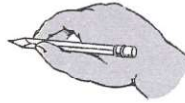


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YES      SOMETIMES      NOT YET

**FINE MOTOR**      *(continued)*

4. When drawing, does your child hold a pencil, crayon, or pen between her fingers and thumb like an adult does?



☐      ☐      ☐      \_\_\_\_\_

5. Does your child put together a six-piece interlocking puzzle? (If one is not available, take a full-page picture from a magazine or catalog and cut it into six pieces. Does your child put it back together correctly?)

☐      ☐      ☐      \_\_\_\_\_

6. Using the shape at right to look at, does your child copy it onto a large piece of paper using a pencil or crayon, without tracing? Your child's drawing should look like the design of the shape, except it may be different in size.



☐      ☐      ☐      \_\_\_\_\_

FINE MOTOR TOTAL      \_\_\_\_\_

**PROBLEM SOLVING**      *Be sure to try each activity with your child.*

1. When you point to the figure and ask your child, "What is this?" does your child say a word that means a person? Responses like "snowman," "boy," "man," "girl," and "Daddy" are correct.



☐      ☐      ☐      \_\_\_\_\_

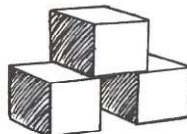
Please write your child's response here:

\_\_\_\_\_

2. When you say, "Say seven three," does your child repeat *just* the two numbers in the correct order? *Do not repeat the numbers.* If necessary, try another pair of numbers and say, "Say eight two." Your child must repeat just one series of two numbers for you to answer "yes" to this question.

☐      ☐      ☐      \_\_\_\_\_

3. Show your child how to make a bridge with blocks, boxes, or cans, like the example. Does your child copy you by making one like it?



☐      ☐      ☐      \_\_\_\_\_

4. When you say, "Say five eight three," does your child repeat *just* the three numbers in the correct order? *Do not repeat these numbers.* If necessary, try another series of numbers and say, "Say six nine two." Your child must repeat just one series of three numbers for you to answer "yes" to this question.

☐      ☐      ☐      \_\_\_\_\_



YES      SOMETIMES      NOT YET

**PROBLEM SOLVING**      *(continued)*

5. When asked, "Which circle is the smallest?" does your child point to the smallest circle? Ask this question *without* providing help by pointing, gesturing, or looking at the smallest circle.



☐      ☐      ☐      \_\_\_\_\_

6. Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother or sister, or an imaginary animal or figure.

☐      ☐      ☐      \_\_\_\_\_

PROBLEM SOLVING TOTAL      \_\_\_\_\_

**PERSONAL-SOCIAL**      *Be sure to try each activity with your child.*

1. When she is looking in a mirror and you ask, "Who is in the mirror?" does your child say either "Me" or her own name?

☐      ☐      ☐      \_\_\_\_\_

2. Can your child put on a coat, jacket, or shirt by himself?

☐      ☐      ☐      \_\_\_\_\_

3. Using these exact words, ask your child, "Are you a girl or a boy?" Does your child answer correctly?

☐      ☐      ☐      \_\_\_\_\_

4. Does your child take turns by waiting while another child or adult takes a turn?

☐      ☐      ☐      \_\_\_\_\_

5. Does your child serve herself, taking food from one container to another using utensils? For example, can your child use a large spoon to scoop applesauce from a jar into a bowl?

☐      ☐      ☐      \_\_\_\_\_

6. Does your child wash his hands and face using soap and dry off with a towel without help?

☐      ☐      ☐      \_\_\_\_\_

PERSONAL-SOCIAL TOTAL      \_\_\_\_\_

**OVERALL**      *Parents and providers may use the space at the bottom of the next sheet for additional comments.*

1. Do you think your child hears well?

YES ☐      NO ☐

If no, explain: \_\_\_\_\_

2. Do you think your child talks like other children her age?

YES ☐      NO ☐

If no, explain: \_\_\_\_\_

3. Can you understand most of what your child says?

YES ☐      NO ☐

If no, explain: \_\_\_\_\_

**OVERALL** (continued)

4. Do you think your child walks, runs, and climbs like other children his age? YES ☐ NO ☐  
If no, explain: \_\_\_\_\_
5. Does either parent have a family history of childhood deafness or hearing impairment? YES ☐ NO ☐  
If yes, explain: \_\_\_\_\_
6. Do you have any concerns about your child's vision? YES ☐ NO ☐  
If yes, explain: \_\_\_\_\_
7. Has your child had any medical problems in the last several months? YES ☐ NO ☐  
If yes, explain: \_\_\_\_\_
8. Does anything about your child worry you? YES ☐ NO ☐  
If yes, explain: \_\_\_\_\_